

Extrovert and introvert students in speaking ability of English department at IAIN Palangka Raya

Dyah Sri Wulandari

dyahswd18@gmail.com

Eka Saputri

nuragaecha@gmail.com

Rusmaya Nurlinda

rusmaya95@gmail.com

State Islamic Institute (IAIN) Palangka Raya

Jl. G. Obos Komplek Islamic Centre, Palangka Raya, Kalimantan Tengah, Indonesia

Abstract

This study was aimed at investigating whether there is significant difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya. This study belongs to ex post facto design with quantitative approach. For the data collection, there were questionnaire and documentation as the instruments. The questionnaire was adapted from Eysenck Personality Questionnaire (EPQ) which categorized the students into introvert and extrovert. The population of this study was the students in academic year 2014-2016 who programmed Speaking For Everyday Communication of English Department at IAIN Palangka Raya, with a sample of 82 students. There were 43 extrovert and 39 introvert. The result found that; The calculation between extrovert and introvert students by using independent sample t-test showed that the value of t_{observed} was 8.925. It is higher than t_{table} 1.99 at 5% and 2.64 at 1% significance level. It can be known that t_{observed} is greater than t_{table} ($1.99 < 8.925 > 2.64$). Based on the result of the study, the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. In conclusion there is significance difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya.

Keywords: extrovert, introvert, speaking ability

INTRODUCTION

The purpose of English teaching is to improve the students' ability to use English as a mean of communication. The English students must be able to communicate with others to increase their speaking ability in the classroom. By

State Islamic Institute (IAIN) Palangka Raya Indonesia, 15-16 December 2017

<http://english.ftik.iaain-palangkaraya.ac.id>

Copyright © 2017 by INACELT

using English, students are expected to be able to take part in social live and able to communicate to gain information provided in English (Abadi, 2015, p. 133). However, in a class, they have different ability although they receive the same treatment from the teacher. Some students perform better in a certain skill while the rest do better in other skills. It happens because there are some factors that influence the result of the study beside the treatment given by the teacher.

In addition, there are English students still have a great difficulty in speaking, it causes that students different in their performance levels; they receive and process information differently; there is a difference in their personality type and so is their understanding (Nazlia, 2015, p. 10). In this research, the researchers focus in the difference of students personality type. Moreover, Yan Zhang (2008, p. 1) cited in Qomarudin (2010, p. 26), he quotes that "A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language..." So the personality of the student is one of the factors that determining their success in acquiring second language.

The difficulties also happened to both students and teacher. As stated by Purwatiningsih (2015, p. 58), referring to the expectation of the objective in speaking skill is not easy and simple, either for the teachers or for the students. Therefore, they face some difficulties in the teaching and learning of speaking.

Regarding the statement of the research problem, this study is aimed at investigating, significance different between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya.

Lestary, et al. (2013, p. 2) stated in their journal that "recognizing the students' personality provide the teacher a gateway through which can be used to manipulate their teaching process." This could be done by adjusting their personality and learning style to increase their speaking ability in the class. Moreover, Hakim (2015, p. 437) in his journal found that by knowing the student's personality, the teacher can choose the appropriate learning strategies for them. Thus, the teacher should be studied the personality of the students to provide a more fruitful learning and appropriate teaching environment between the teacher and the students, because there is close connection between the personality, the learning style, and the learning strategy of the student in order to increase their speaking ability.

According Jung's cited in Kodhareza (2015, p. 1077) theory of Psychological type is one of the most comprehensive theories that expain human personality. Jung stated that "there are two main characters of person. They are extrovert and introvert. Both of terms are in contradiction (Hakim,

2015, p. 440).” Extrovert is an individual characterized by outgoing, easier to get more friends and adapts easily to given situation. He or she gets energy from being around people. Meanwhile, introvert is individual characterized by focus on his or herself, calm, and intimate times with a few close friends and he or she gets her/his energy from spending time alone. (Sharp, 1987, p. 13).

Extrovert and introvert are typically viewed as single continuum. Thus, when someone to be high on one it necessary to be low on the other. Burrus and Liza Kaenzing (1999) describe extensively the differences between extrovert and introvert by stating that extroverts are people that enjoy and need social gathering, engage in friendship with many people, quick responses, try to avoid solitude and do not like being alone, while introvert are usually taciturn, do not interest in participating in social gathering, prefer to do something in alone, more think and concentrate before doing something or talking (Marashi and Dibah, 2013, p. 346).

Moreover, Dorney (2005, p. 26-27) stated that “both extroversion and introversion may have positive features depending on the particular task in question.” He Point out that in both L1 and L2 the extrovert are more fluent and particularly in formal situation, while introvert are more interested in activities such as reading, writing and drawing than activities which require them to act in outgoing way (Marashi and Dibah, 2013, p. 346).

There were some previous study related to this research. A newest study was done by Mohammad Reza Khodareza and Marzie Taheri (2015). The result of this study show that there is a light amount of different between extroverts and introverts in being benefitted from audio-visual aids but the different isn’t that prominent. The study also showed that the extroverts are generally better at speaking than introvert, but there again the differences isn’t noteworthy. Second, the study was done by Marzieh Souzandehfar, Seyyed Mohammad Ali Soozandehfar, Mitra Farsi and Maryam Sharif (2014). The results of the study there is no significant difference between the performance of the extraverted and introverted groups on IELTS speaking module. Third, the study was done by Arie Lestari, Clarry Sada, and Luwandi Suhartono, (2013). The result of t-test revealed that there is statistically significant difference between the personality types of the participants’ speaking performance. There is also a different learning style between the introvert and extrovert students, introvert students prefer to study alone while the extroverts prefer to participate and study in group.

METHOD

Based on the objectives of the research the type of this research was quantitative research, where Ary, et al., (2010, p. 39) stat that "it deals with question of relationship, cause and effect, or current status that researcher can answer by gathering and statistically analyzing numeric data. It can be divided into experimental and non-experimental." The researcher used quantitative non-experiment. This research used Ex post facto research design. Ex post facto research design is often called as a causal comparative study, because the research tries to find information about the causal relationship of an event. Ary et al.,(2010, p. 39) state that "Ex Post Facto research is a type of research that attempts to determine the causes for, or consequence of, different that already exist in group of individual." In addition Fraenkel and Wallen (2008, p. 363) say " In causal comparative research, investigators attempt to determine the cause or consequence of differences that *already exist* between or among group of individuals."

The population of this reseach is all of the students of english department in academic year 2014-2016 at IAIN Palangka Raya. The sample was taken by using stratisfied random sampling. There were 107 students as sample of this research.

The instruments of this research were Questionnaire and documentation. A questionnaire used in this research was to measure the students' personality. The most commonly used method for personality trait measurement is conducting a questionnaire (Larsen and Buss, 2002, p. 306). The questionnaire used in this research was adapted from Eysenck Personality Questionnaire (EPQ). One of the most well-known and widely used tools for personality measurement in research and clinical settings alike is the Eysenck Personality Questionnaire (EPQ) developed by Hans J. Eysenck (Furnham *et al.* 2008, p. 200-13). There have also been extensive multi-cultural studies to test whether the EPQ factors are replicable in other countries and ethnicities. All in all, 34 countries were involved in these studies conducted during 1985-1998 with the conclusion that the data can be replicated with data from all the countries (Valmari, 2014, p. 25).

The researchers used Eysenck Personality Questionnaire (EPQ) of personality measurment. It's about 23 question but the researchers modifier them which one suitable with the requirement that the researchers needs and also develop them base on personality theory.

The documentation in this research are includes; the number of the students, the number of student's class, the result of the questionnaire, the students speaking score, and photos during the research.

Some Procedures of Data Collection

1. Determining the Population and Selecting the Samples

The researcher chooses two groups from students in academic year 2014-2016 and separated to be two groups as two different characteristics, extrovert and introvert students by distributing questionnaire of personality.

2. Try out the questionnaire

The researcher tries out the questionnaire to know the validity and reliability. The questionnaire in this research was to measure student's personality extrovert and introvert. The try out gave for the students in academic year 2013.

3. Distributing Questionnaire

The researcher gave the questionnaire to students to be answered. Students have 40 minutes to answer the questionnaire. The result of the questionnaire used to the group of students based on their type of personality.

4. Analyzing, Interpreting, and Concluding the Data

After collecting the data referring to the elements of speaking, analyzing, interpreting and concluding the data. The data gained from the test tabulated and calculated. The data divided into two groups based on the students' type of personality.

To analyze the data the researchers did several steps; First collecting the data, the researchers collect all of the data from the sample of research. Second identifying the data, the researchers identified the students' score from the result of the questionnaire given. Third classifying the data, the researcher classified and analyzed the result of the questionnaire to categorize students belong to extrovert and introvert. Fourth explaining, the researcher explained the result of the classifying of the data. Fifth tabulating, the researcher put the data had obtained in the table. The tables prepare for the data distribution are the name of the students and the students' score of personality questionnaire and students' speaking score. Sixth evaluating, the researcher evaluated and analyzed the result of the questionnaire and the students' speaking score from the table.

FINDINGS

After the researcher distributed personality questionnaire, the researchers categorized the students into extrovert and introvert as the table below.

Table 1. The Distribution of The Students Personality Questionnaire

No	Score	Frequency	Category
1	81-100	5	Strongly Extrovert
2	61-80	38	Extrovert
3	41-60	25	Ambivert
4	21-40	39	Introvert
5	1-20	-	Strongly Introvert
Total		107	

The table above showed there were 5 students acquired score 81-100, 38 students acquired score 61-80, 25 students acquired score 41-60, and 39 students acquired 21-40. The students personality was categorized by the score that separated them to 3 group, those are Extrovert (61-100), ambivert (41-60) and introvert (1-40).

The Result of Students Speaking Score of Extrovert group

The following table (Table 2 and 3) are the students who have been categorized into the extrovert personality. The following tables are their English Speaking score taken from English Education Department.

Table 2 The Frequency Distribution of the Speaking Ability Score

No	Score	Category	Total of Students	Percentage
1	80-100	Excellent	23	53.88%
2	70-<80	Good	18	41.86%
3	60-<70	Fair	2	4.65%
4	50-<60	Low	No student get the value	0%
5	0-<50	Very low	No student get the value	0%
Total				100%

Based on the table above it can be seen there were 23 (53.88%) extrovert students acquired speaking score 80-100 categorized excellent, 18 (41.86%) extrovert students acquired speaking score 70-<80 categorized good and only 2 or (4.65%) extrovert students acquired speaking score 60-<70 categorized fair.

The Result of Students Speaking Score of Introvert Group

The following tables are the students who have been categorized into the introvert personality. The following tables are their English Speaking score taken from English Education Department.

Table 3 The Frequency Distribution of the Speaking Ability Score

No	Score	Category	Total of Students	Percentage
1	80-100	Excellent	4	10.26%
2	70-<80	Good	22	56.41%
3	60-<70	Fair	13	33.33%
4	50-<60	Low	No student get the value	0%
5	0-<50	Very low	No student get the value	0%
Total				100%

Based on the table 3, it can be seen there were 4 (10.26%) introvert students acquired speaking score 80-100 categorized excellent, 22 (56.41%) extrovert students acquired speaking score 70-<80 categorized good and 13 (33.33%) extrovert students acquired speaking score 60-<70 categorized fair.

To measure the difference between extrovert and introvert students' speaking score the independent sample t test was applied in statistical calculation. After all the collected data have been processed, the researchers analysis them by using independent sample t test.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EI	Equal variances assumed	1,589	,211	8,925	80	,000	8,61714	,95372	6,71919	10,51510

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EI	Equal variances assumed	1,589	,211	8,925	80	,000	8,61714	,95372	6,71919	10,51510
	Equal variances not assumed			8,925	71,528	,000	8,61714	,96550	6,69224	10,54204

Based on the statistical calculation above it can be explained that the t_{observed} was 8.925. The t-table for degree of significant of 5% was 1.99 and the degree of significant of 1% was 2.64.

By comparing the values of $t_o=8.925$ and t_{table} 1.99 and 2.64, the data calculated with statistical result shows that t_o was higher than t_{table} . So, the alternative hypothesis was accepted (H_a) and null hypothesis (H_o) was rejected. It means there significant difference between extrovert and introvert students in speaking ability.

DISCUSSION

The study found that t-observed is greater than t-table. This finding was supported by the theories in the chapter II for example, Burrus and Liza Kaenzing (1999) describe extensively the differences between extrovert and introvert by stating that extroverts are people that enjoy and need social gathering, engage in friendship with many people, quick responses, try to avoid solitude and do not like being alone, while introvert are usually taciturn, do not interest in participating in social gathering, prefer to do something in alone, more think and concentrate before doing something or talking (Marashi and Dibah, 2013, p. 346). This differences indicated that students has difference ability in speaking.

This study was in line with Arie Lestari, Clarry Sada, and Luwandi Suhartono's, (2013). They analyzed about the the relationship between extrovert and introvert students in speaking. The result of t-test revealed that there is statistically significant difference between the personality types of

the participants' speaking performance. There is also a different learning style between the introvert and extrovert students, introvert students prefer to study alone while the extroverts prefer to participate and study in group.

The result of the study was also in line with the finding of the study conducted by Mohammad Reza Khodareza and Marzie Taheri's (2015). The result of their study showed that there is a light amount of different between extroverts and introverts in speaking ability. Their study also showed that the extroverts are generally better at speaking than introvert, but the difference is not noteworthy.

This study also was supported by Nazlia's (2015) with the finding that there is significant difference between personality type and speaking performance. She also conducted the research to find out the relationship between personality and speaking performance. The result was significant correlation between extrovert-introvert personality and students' speaking performance since the result of t-test was 3.572, whereas the t-table was 2.064. The t-test score was higher than t-table ($3.574 > 2.064$).

The researcher also found that some students who had a good score in speaking score are extrovert. They have the main characteristics, namely the ability to socialize and impulsive nature, sense of humor, passionate, quick thinking, optimistic, and other characteristics that indicate a people who appreciate their relationships with others. The result of the study was supported by Eysenck (1964) cited in Aziz (2010, p. 18) stated that the typical extrovert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. These characteristics increase students' capability in communication. By their sociability, their ability in construct and process verbal communication gives big contribution in English speaking task. It was supported by Crow (1958) as it cited by Andriyani (2013, p. 17) stated that extrovert students are usually fluent in speaking, not too feeling worry and not easily get ashamed and awkward, prefer to work together or work in group, and good in adapting with their surrounding. Furthermore, Dörnyei (2005, p. 27) said that extroverts are usually more fluent in both L1 and L2, while introverts can feel increased pressure and hesitate more often, tend to make more errors and are unable to produce longer utterances.

The extrovert students work best in classrooms that allow time for discussion, talking or working with a group. Since they are action oriented,

Extrovert students do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening difficult and need to talk to work out their ideas. Lestari, Suha and Suhartono (2013, p.11) states students whom relatively active in the class, they speak English without hesitation. These active students are generally regarded to possess extrovert personality.

While there are also some students whom seemed passively involved, they rarely asked a question and speak only when the lecture demand them to answer the question or to participate in the class discussion. This kind of students was commonly known to possess introvert personality. A few of the passive students turned out to have better pronunciation than the extrovert students and they were more fluent in speaking, so they could convey ideas accurately and naturally, also speaks without excessive pauses.

These introvert students tended to enjoy reading, lectures, and written over oral work. They preferred to work independently and need time for internal processing. They enjoyed listening to others talk about a topic while privately the information. Introverts may encounter difficulty with instructors who speak quickly without allowing time for mental processing. They are often uncomfortable in discussion groups, may find it difficult to remember names, and hesitate to speak up in class.

In other words the researcher concluded that extrovert or introvert students have their own unique learning style or strategy. This unique learning style or strategy play important role in students success in acquiring second or foreign language.

CONCLUSION

Based on statistical calculation of students' speaking score, the result showed that t_{observed} was greater than t_{table} ($1.99 < 8.925 > 2.64$) at 5% and 1% significance level. It meant there was significant difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya. The difference above is due to the fact that both extroverts and introverts have different ways in speaking. Students with extrovert personality have better ways in speaking than the introvert. Their characteristics as extrovert contribute a positive effect on their speaking ability in some ways, better than the introvert ones do. In short, extrovert students are in favor in terms of speaking.

REFERENCES

- Abadi, C. P. (2015). Developing speaking skill in EFL English course. *Journal on English as a Foreign Language*, 5(2), 133-140.
- Andriyani, R. P. (2016). *Comparative Study of Reading Comprehension Between Students With Introvert and Students with Extrovert Personality At Sma N 2 Kalianda*. Published Thesis, Bandar Lampung: Lampung University.
- Ary, D., Lucy, C. J., Chris, S., & Asghar, R. (2010). *Introduction to Research in Education*, Eight Edition, USA: Wadsworth, Cengage Learning.
- Aziz, A.R. (2010). *Extroversion-Introversion and The Oral Performance of Koya University*. Published Thesis, Ankara: Bilkent University.
- Dorney, Z. (2005). *The Psychology of the Language Learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Frankel, J., and Wallen, N. (2008). *How To Design and Evaluate Research In Education.38th Edition*. New York: McGraw-Hil
- Furnham, A., Eysenck, S. B. G., Saklofske, D. H. 2008. 'The Eysenck Personality Measures: Fifty Years of Scale Development'. In Boyle, G. J., Matthews, G. and Saklofske, D. H (Eds.). *The SAGE Handbook of Personality Theory and Assessment: Volume 2 – Personality measurement and Testing*. London: SAGE Publications Ltd. 199-219. URL: <http://dx.doi.org/10.4135/9781849200479> [Last Accessed 24.4.2014]
- Hakim, M.A. R. (2015). Experienced EFL Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students. *European Journal of Social Sciences*, 48(4), (Online), <http://www.europeanjournalofsocialsciences.com/> online January 11th 2017.
- Khodareza, M. Re., & Taheri, M. (2015). The Effect of Audio- Visual Aids on Extrovert and Introvert Learners' Speaking Ability. Tonekabon. Iran. Islamic Azad University: *Indian Journal of Fundamental and Applied Life Sciences* ISSN: 2231– 6345, 2015, <http://www.cibtech.org/sp.ed/jls/2015/03/124-JLS-S3-127-MARZIE-EFFECT.pdf> (Online Januari 10th 2017).
- Larsen, R. J. and Buss, D. M. 2002. *Personality Psychology: Domains Of Knowledge About Human Nature*. Boston: McGraw-Hill.
- Lestari, A. Clarry, S., Luwandi, S. (2013). Analysis on the Relationship of Extrovert –Introvert Personality and Students' Speaking Performance, Pontianak: Tanjungpura University, <http://download.portalgaruda.org/article.php?article=297155&val=2338> (Online, December 22th 2016).

- Marashi, H., & Dibah, P. (2013). The Comparative Effect of Using Competitive and Cooperative Learning on the Oral Proficiency of Iranian Introvert and Extrovert EFL Learners, *Journal of Language Teaching and Research*, (Online), 4(3), ([http:// 10.4304/jltr.4.3.545-556](http://10.4304/jltr.4.3.545-556), Online on December 30th 2015).
- Nazila, H. (2015). *The Students' Speaking Performance Between Extrovert and Introvert Personality at IAIN Langsa*. Published Thesis, Langsa: Zawiyah Cot Kala Langsa.
- Purwatiningsih, P. (2015). Improving speaking ability through story telling technique by using picture series. *Journal on English as a Foreign Language*, 5(1), 57-66.
- Sharp, D. (1987). *Personality Types: Jung's model of Typology*. Toronto: Inner City Books.
- Valmari, H. (2014). *Introverts and extroverts as communication strategy users – a comparative study of Finnish speakers of English*. Published Disertation, Eastern Finland: University of Eastern Finland